

Arizona Department of Education

Educational Services
& Resources Division

Tom Horne, Superintendent of Public Instruction

September, 2004
Issue I

CTE FACTS

This is the first issue of **CTE FACTS**, which will be published monthly during this school year and will highlight informative educational statistics primarily related to secondary Career and Technical Education (CTE).

CTE Vision: Ensure a dynamic workforce by fully developing every student's career and academic potential.

CTE Mission: Prepare Arizona students for workplace success and continuous learning.

Core Values

What are the central values held by Career and Technical Education in Arizona? An ad hoc committee appointed by the State CTE Advisory Committee to the Arizona State Board of Education, consisting of stakeholders from business and education, developed these core values last spring. Beginning this month, and continuing throughout the school year, each core value will be highlighted monthly. For the month of September, the emphasis will be placed on statistics gathered on the academic and technical outcomes achieved by Arizona CTE students. All of the approved core values that will be addressed are listed below.

Arizona CTE Core Values –

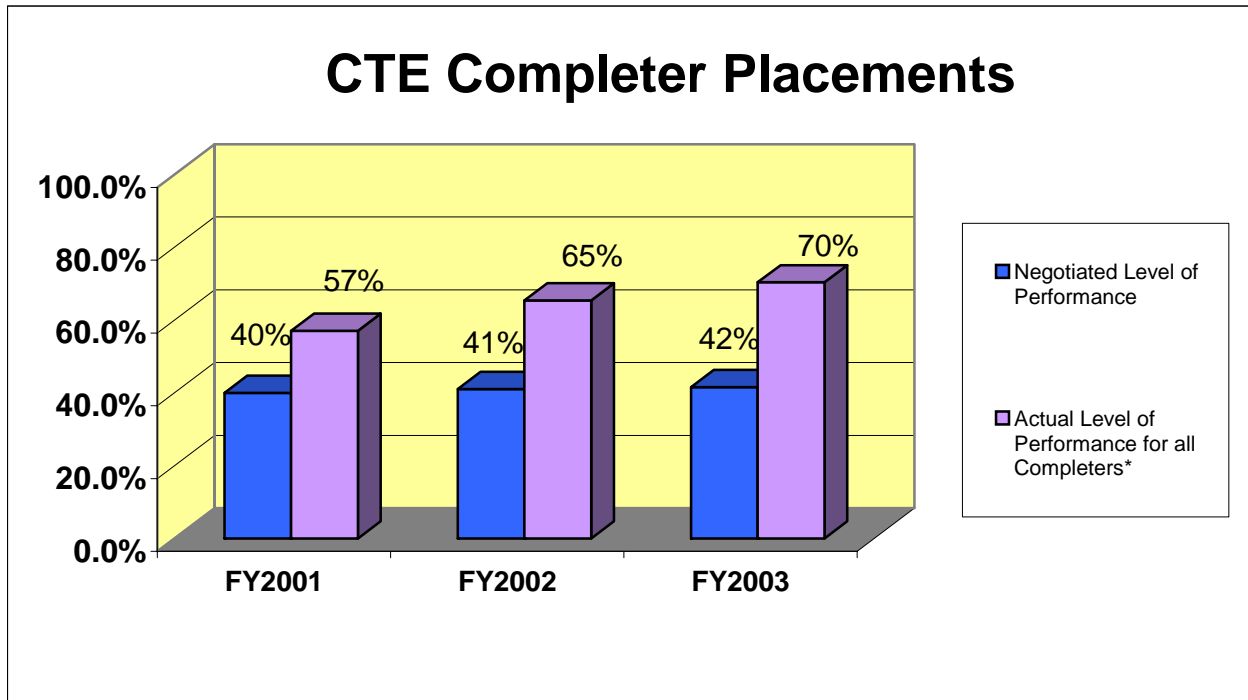
1. **Strengthening expectations for challenging academic and technical rigor in Career and Technical Education programs.**
2. Increasing partnerships with postsecondary community colleges to provide a smooth transition in all Career and Technical Education program areas.
3. Investing in professional development for Career and Technical Education teachers to result in positive outcomes.
4. Maximizing career development opportunities for student's at all instructional levels through increased collaboration with academic teachers.
5. Expanding community partnerships with business and industry to develop a premier workforce preparation system.
6. Preparing students for high wage/high demand occupations and career pathways to enhance the competitive edge and economic development of Arizona.
7. Promoting the Arizona Workplace Standards for all students.
8. Showcasing innovative and exemplary practices in quality Career and Technical Education programs that include the following elements.

- * Industry validated curricula
- * Integration of academic skills
- * Work-based learning opportunities

- * Articulation with postsecondary
- * Industry partnerships
- * Leadership and personal development

CTE Students Exceed Targeted Placement Levels

Are secondary CTE students ready for the rigorous demands placed upon them after graduation? The chart below depicts the number of CTE program completers* who, when surveyed nine months after high school graduation, were placed either in a postsecondary program of study or a job (including military) using the skills learned in a CTE program. Between FY 2001 and 2003, the number of students documented as placed increased 166.4% (2,315 vs 6,167), due to improved documentation of program completion, increased success in contacting students after graduation, as well as improved placement rates. Arizona exceeded the state level of performance - which was negotiated between the Arizona Department of Education and the U.S. Department of Education.



* A student with two or more credits in CTE who passes at least 80% of the total program competencies.

CTE Students Achieve Academic Standards

By the time CTE student concentrators** graduated from high school in school year 2002-03, they had achieved the following results on the reading, writing and math AIMS test:

71% of the CTE concentrators had successfully passed the AIMS Reading test.

77% of the CTE concentrators had successfully passed the AIMS Writing test.

36% of the CTE concentrators had successfully passed the AIMS Math test.

** A student who achieves two Carnegie units/credits in a single CTE Program. Source: Career and Technical Education Division, Arizona Department of Education.

The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. The following person has been designated to handle inquiries regarding the non-discrimination policies: Debra K. Jackson, Deputy Associate Superintendent, Administrative Services, 1535 W. Jefferson Phoenix, AZ 85007 (602) 542-3186.

The Contents of this publication were developed (or partially developed, whichever is most accurate) with funds allocated by the U.S. Department of Education under Carl D. Perkins Vocational Technical Education Act of 1998 P.L. 105-220. These contents do not necessarily represent the policy of the agency, nor should endorsement by the federal government be assumed.